

Administration Guidelines Writing Code of Ethics

Rationale

The Writing Portfolio is a testing component of the Commonwealth Accountability Testing System. Consequently, any staff involved in the development of portfolios must comply with the Administration Code. Thus reading and signing the Administration Code for Kentucky's Educational Assessment Program **prior to** portfolio development signifies a commitment to adhering to the Code.

The following testing standards were used in determining appropriate practices and identifying practices that are in violation of this Code: Professional Ethics, Educational Defensibility, Student Ownership

1. Professional Ethics		
Code	Examples of practices in compliance with Administration Code	Examples of practices that contribute to violations of the Administration Code
Teachers provide, in the course of instruction, opportunities for writing appropriate for inclusion in the portfolio.	<p>School-wide writing program in which portfolio appropriate writing is done in content areas as well as English Language Arts</p> <p>Documentation is evident that writing is being completed in all grades according to the requirements in the <i>Program of Studies</i></p> <p>Writing folders are kept for all students and are passed on with the students from grade to</p>	<p>Engaging students in writing entries that have no link to instruction</p> <p>Portfolio development in isolation of classroom instruction</p> <p>Lack of training of all stakeholders (i.e., teachers, parents, administrators) in the instruction of writing and conferencing techniques</p>

	<p>grade</p> <p>All new teachers are provided with additional training: writing instruction, conferencing techniques, standards for writing in each grade, and scoring training</p> <p>Teacher-assigned writing tasks relate to the content being studied in a class</p> <p>Teacher-assigned content area reading tasks represent the kinds of writing included in the portfolio</p> <p>Writing tasks linked to instruction are embedded in units of study</p> <p>Writing to learn experiences (e.g., writer's notebook, entrance/exit slips, learning logs, observation logs) become catalysts for authentic writing</p> <p>Students draw on their own experiences, their learning, their reading and their inquiry to complete writing</p> <p>Students have sufficient entries in their working folders to enable selection of entries in the portfolio</p> <p>Districts/schools develop a procedure to collect</p>	<p>A standardized Code of Ethics training not emphasized at the school level</p> <p>Districts not providing on-going training (e.g., portfolio analysis, coaching, professional book study, writing workshop) in writing instruction</p> <p>Districts not providing updated scoring, writing development handbooks, and Marker Papers to all teachers</p> <p>Districts not having a professional library on writing instruction</p> <p>All teachers not participating in the school-wide writing program</p>
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	and analyze writing pieces at non-accountability levels that are appropriate types of writing for portfolio categories	
Teachers allow ample time for preparation of portfolio entries in the classroom and may allow some student work outside of class.	<p>Teachers help students identify individual reading/writing goals and reflect on their learning</p> <p>Reading/Writing Workshop model (usage of writing process) that promotes defined blocks of time for reading/writing connections, literacy instruction and generation of student work based on interest</p>	<p>Punitive measures such as extension of writing time during recess, after school, during school breaks and specific school calendar days devoted exclusively to writing</p> <p>Portfolio pieces completed at home with no evidence of process writing in the classroom</p> <p>Making writing assignments and reviewing only the final draft with no opportunity for conferencing</p>
2. Educational Defensibility		
No statement currently in code of ethics addresses educational defensibility – one may need to be added (e.g., Teachers link instructional practices to real-world situations in order to ensure students develop as independent/proficient writers and thinkers)	<p>Classroom practices that ensure students develop as independent writers</p> <p>Showing students examples of real-world writing in all content areas</p> <p>Provide opportunities for student choice when making writing assignments</p>	<p>Any classroom practice that would increase the score of a portfolio without simultaneously increasing the student's ability to apply those skills in an independent situation</p> <p>Administrators pressuring teachers to have “no novice” portfolios</p> <p>Using portfolio scores for punitive purposes (e.g., not allowing students to graduate based only on portfolio score)</p>

		Focusing on the portfolio completion rather than instruction for the development of writers
	Allocating resources to developing student writers	Allocating a disproportionate number of resources to the development of portfolios to the detriment of other programs
	Assigning school writing leadership (i.e., cluster leader) role to knowledgeable teachers who can lead writing discussions, assist in writing instruction, serve as a conduit for disseminating information, provide scoring training and professional development and serve as an instructional leader	Assigning school writing leader role (cluster leader) to first year teachers or those with limited experience Providing writing leader limited opportunities to share writing instruction and assessment information with staff
3. Student Ownership		
Teachers ask questions to clarify the student's purpose, approach, meaning, content, ideas, organization, strategy, sentences, words and mechanics.	<p>Focus on making each day's lesson a quasi whole group conference (i.e., common patterns of problems the class might be having, strategies for attacking those problems, literary techniques, addressing confusions about conventions that students might be having)</p> <p>Conferencing teams communicate about revision AND editing strategies used in the writing classroom before conferencing with students</p> <p>Helping students set and limit goals for revision</p>	<p>Any assistance or intervention from teachers, peers or others that diminishes personal ownership of the portfolio</p> <p>Excessive conferencing/conference blitzes</p> <p>Excessive revision not tied to student goals for each selected piece for the portfolio</p> <p>Teacher control of writing process rather than training students to implement process independently</p>

<p>Teachers may indicate the position of errors (e.g., circle errors, highlight mistakes, put checks in margins of lines where errors occur) and ask students questions about errors.</p>	<p>Teachers and other responders limit a conference's focus to one or two areas of need, addressing patterns of errors or problems that occur frequently</p> <p>Mini-lessons can be used with smaller groups of students experiencing similar specific problems</p> <p>Students pair off and edit one another's work, pointing out the position of any errors they see</p> <p>Transparency editing procedure using a sample of student work for the whole group to review</p>	<p>Teacher correction of student work</p> <p>Teachers or others make direct corrections or revisions on a student's work (both on paper and in the computer lab) that is to be included in the student's writing portfolio</p> <p>Teachers do not provide feedback to students about their writing performance until the assessment portfolio is scored for accountability</p>
<p>Teachers share and discuss with students the portfolio scoring criteria and samples of student work that exemplify those criteria.</p>	<p>Students practice inquiry in a particular mode to make observations, ask meaningful questions and create their own hypotheses based on a specific criteria, e.g., idea development</p> <p>Teachers share ineffective writing to demonstrate inadequacies to obtain suggestions for revision</p> <p>Students read successful pieces and create lists of positive qualities to emulate</p> <p>Teachers share genre specific characteristics</p> <p>Teachers assess student work in the working folder as a formative classroom assessment</p>	<p>Classroom standards do not align to state assessment standards (e.g., students receive "A's" on writing assignments but receive a novice score on the assessment portfolio)</p> <p>Students receive grades on research work with no indication of plagiarism but they receive incomplete portfolio scores due to plagiarism identified in the same papers</p> <p>Teachers do not consider student work in the writing portfolio in their classroom assessment</p>

	Teachers use Marker Papers as a resource for instruction	
Teachers discuss best pieces and possible choices for inclusion in the portfolio with students	Teachers regularly plan time for students to review and reflect on the writing pieces in the working folder, evaluate their individual writing goals and plan future direction	Number of pieces reflecting writing modes too limited to enable choice
Teachers assist students in identifying a variety of tasks that address the required categories and types of portfolio entries	<p>Students have opportunities to write entries that reflect the different forms addressed by the different categories of writing</p> <p>Brainstorming activity to help students identify purpose and audience</p> <p>Students are provided with a variety of revision strategies</p> <p>Students' writing demonstrates originality and individuality</p> <p>Writers genuinely try to convey ideas to readers for a meaningful, realistic purpose</p>	<p>Students are restricted to “cookie cutter” assignments</p> <p>Writing is a fill in the blank or other such exercise</p> <p>Writing is a canned response which repeats something the teacher said to do</p> <p>Purpose is merely to complete an exercise or test question for the reader or is merely to complete a kind of writing</p>
Students shall write, type or word process portfolio pieces by themselves, unless otherwise allowed as accommodations by 703 KAR 5:070	Students' keyboarding skills and availability of technology should be taken into consideration when deciding the feasibility of students word processing throughout the different stages of writing	<p>Assessment year teachers monopolizing computer rooms during February and March only for final publishing stage</p> <p>Teachers requiring students to word process final copy without providing access to technology throughout the writing process</p>

Teachers may assign peer tutors and others to assist students with portfolio development. All persons who provide assistance to students in writing development shall receive written information and training regarding how assistance may be appropriately provided.	Documentation of compliance is on file Use of <i>Sharpen Your Child's Writing Skills</i> in parent workshops and in parent newsletters	Peer tutors and others providing assistance <u>beyond that</u> which can be provided by the teacher Portfolio pieces completed at home with no evidence of process writing in the classroom